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ABSTRACT

This four-part report of the 1971-72 Classical Association of the Atlantic States Working Committee deals with the rationale for new approaches and curriculums for schools and colleges. Implications of the new approaches in teacher education are also teated. The major section treating new model curriculums and approaches includes discussion of: (1) FLES materials in the Philadelphia and Washington school districts, (2) "Artes Latinae," (3) "Living Latin: A Contemporary Approach (Book 1 and 2)," (4) "Lingua Latina Secundem Rationem Naturae Explicata," (5) the Peckett and Munday Latin Series, (6) "Lingua Latina Liber Primus/ Liber Alter," (7) "Colloquamur Latinae cum Pueris Puellisque: Latin in the Middle School," (8) computer-assisted instruction, and (9) Latin and Greek programs in American colleges and universities. (RL)

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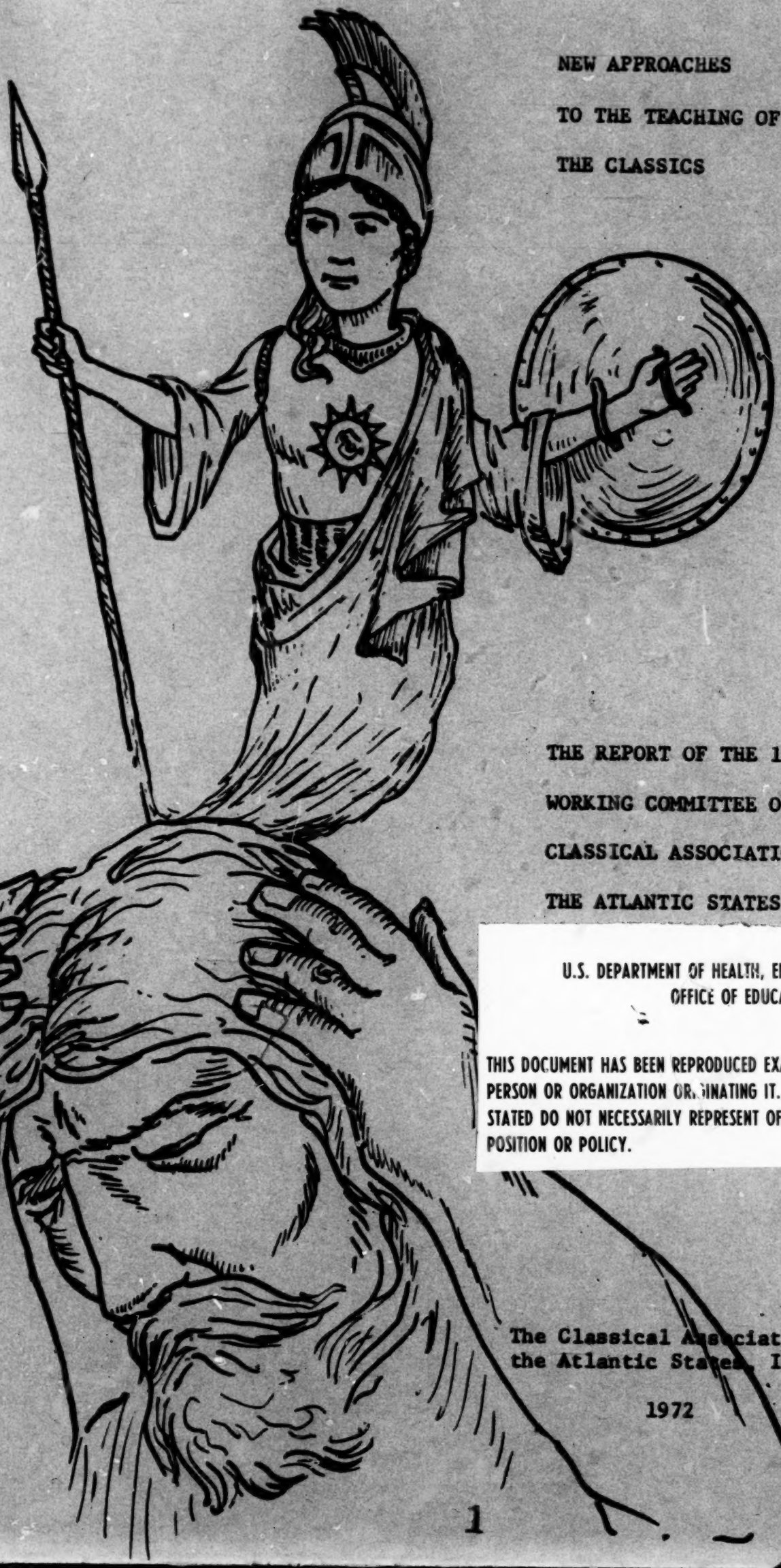

NEW APPROACHES TO THE TEACHING OF THE CLASSICS

THE REPORT OF THE 1971-72 WORKING COMMITTEE OF THE CLASSICAL ASSOCIATION OF THE ATLANTIC STATES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The Classical Association of the Atlantic States, Inc. (CAAS)

1972

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FOREWORD

During the presidency of Dr. Annette Eaton, the CAAS Regional Plan was initiated to renovate and extend the teaching of Classical Studies at all levels in CAAS territory.

One aspect of the CAAS Regional Plan is the biennial Formation of a Working Committee to develop a report on a specific pedagogical subject of general interest to the membership of the Association.

Working Committee reports are to emphasize practical matters and to make specific recommendations. The Working Committee reports are to be discussed at CAAS meetings

New Approaches to the Teaching of the Classics is the report of the 1971-72 CAAS Working Committee. It deals with the rationale for new approaches and describes some model new approaches and curricula for schools and colleges. The implications of the new approaches in teacher education are also treated. The report represents the collective judgment of the 1971-72 Working Committee. It is presented to the members of the Classical Association of Atlantic States and to the classical profession as a whole in the hope that it will further the important work of curriculum reform in classical teaching.

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(Acknowledgments continued on next page)

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PART I - THE RATIONALE FOR NEW APPROACHES

It is common knowledge that enrollments in Classical Studies in the CAAS territory (New Jersey, Pennsylvania, New York, Delaware, Maryland, and the District of Columbia) have in general been declining precipitously in the recent past.

Political, social, and philosophical changes have taken place within our society which have called into question the value of Classical Studies. Evidence indicates, however, that declining enrollments are nonetheless reversible and that Classical Studies can flourish in a modern context.

A recent survey conducted by Mr. Stephen Weislogel, member of the 1971-'72 CAAS Working Committee, was made of members of CAAS teaching in the secondary schools and listed in ROCLAT. 475 questionnaires were mailed of which 189 were returned. The questionnaire sought information on textbooks currently used, grade levels at which students could begin studying Latin, the growth or decline in enrollment, the challenge to Classics in the schools, and the prevalence of new teaching methods.

A wide variety of textbooks are being used by those who responded to the questionnaire. By far the most commonly used books are Using Latin I and II, Latin for Americans I and II, and First and Second Year Latin (Jenney).

In nearly three-quarters of the replies, ninth grade was listed as the earliest point at which pupils could begin studying Latin. It should be noted that the replies did not include the new elementary school (FLES) and junior high school programs of the School District of Philadelphia and the Washington, D.C. Public Schools.

Thirty-five teachers reported static enrollments in Latin. One hundred teachers reported declining enrollments. Twenty-four reported increasing enrollments.

Ninety-four teachers felt that the Classics were challenged in their schools (twenty-eight volunteered that they faced competition from modern foreign languages, mathematics, and science, and thirteen described resistance on the part of their administrations and guidance counselors). Over one quarter of the respondents felt that relevance was the central issue in the decline of Latin. Indeed thirteen schools were named where Latin had been phased out within the last two years or would be phased out within the year.

The replies that indicate increases in enrollment and replies that report the use of instructional materials incorporating new teaching approaches were examined separately. Ten per cent of those using traditional teaching materials (such as Using Latin, Latin for Americans, and Jenney) reported increased enrollments). Twenty-seven per cent of those using instructional materials incorporating new teaching approaches (such as those described in Part II of this Report) reported an increase in enrollments.

Broadly speaking, we can draw two conclusions: a) Latin should be introduced at an earlier grade than is now common. The experiences of the School District of Philadelphia and the District of Columbia Public Schools indicate that a FLES program in Latin can create a renaissance in Classical Studies at all grade levels. b) Although use of new instructional materials does not guarantee increased enrollment, statistics indicate that these new materials enhance the teacher's chances of increasing enrollment far more than traditional instructional materials.

The issue of relevance of Latin is clearly a great problem to about half of the respondents. As discomforting as it might be to accept the burden of responsibility for the present state of Classical Studies, we must recognize that only we--the classical profession-- have the power to restore the appeal of the Classics through curriculum reform and public relations. To quote Dean Annette Eaton of Howard University, "In these United States it is traditional that any product worth having, if given a push by publicity, will sell in spite of any opposition or competition. We need, then, to find out what is wrong with our product that it is not selling." ("The Future of CAAS," CW, Sept. 1968, p.2.)

CAAS recently surveyed the county school systems in the State of Maryland about their Latin programs. It is hoped that a study of the results of this survey will be soon published. This survey of the Maryland schools corroborates the conclusions drawn here from Mr. Weislogel's survey.

Aside from the enrollments crisis, our professional integrity requires us to examine thoroughly new departures in foreign language pedagogy. As teachers we have the obligation to the students we serve to understand new approaches in the teaching of classical languages. The many new developments in educational psychology, psycholinguistics, structural linguistics, and foreign language pedagogy must not be ignored.

PART II - SOME MODEL NEW CURRICULA AND APPROACHES

This portion of the Report is devoted to brief descriptions of some new classical curricula being successfully used at various levels of instruction. It is hoped that the descriptions will provide curricular models and alternatives for teachers in lower, middle, and upper schools and in colleges and universities. Also it is hoped that the descriptions will encourage fresh and creative thinking in the area of curriculum. It is impossible, of course, to treat all new instructional materials and curricula exhaustively. Only those which are being successfully used and which have come to the attention of the Working Committee have been included here. At the beginning of some descriptions an address is given in parenthesis from which further information and/or examination copies may be obtained.

1. <u>The Elementary School (FLES) Latin Materials of the School District of Philadelphia</u> (Division of Foreign Languages, Instructional Services, The School District of Philadelphia, Phila. 19103)

As of June 1971 over 4,000 pupils in over 85 elementary schools in the School District of Philadelphia were receiving 20 minutes of instruction daily in Latin. The fourth, fifth and sixth grade pupils involved in this program represent children of every background and ability. Innovative curriculum materials for this program were developed by the School District's Division of Foreign Languages, Instructional Services, under the leadership of Mrs. Eleanor L. Sandstrom, Director of Foreign Languages.

The program is predicated on the following principles:

A. <u>All</u> children--average, slow, and gifted--can profit from some type of experience with Latin.
B. Children in the elementary schools are at the ideal age to begin their study of Latin.
C. Imagination and creativity are important to the teaching of Latin at all levels but particularly at the elementary school level. Creative teaching at this level involves total immersion of the children, physically as well as intellectually, in the subject. The program must be multisensory in the fullest sense of the term.
D. Some acquaintance with the Latin language and the culture associated with it is an essential ingredient in every person's education. Therefore the program endeavors to appeal to a very broad spectrum of pupils covering the entire range of socio-economic conditions.
E. The program endorses the premise now accepted in the teaching of modern foreign languages that the child must control something aurally and orally before being exposed to it in printed form. The sequence of learning is listening comprehension, speaking, and then reading and writing.

The general objectives of both the fifth and sixth grade programs are as follows:

A. To expand the verbal functioning of children in English through:
   1. Vocabulary building based on Latin roots and affixes
   2. The development of a linguistic awareness which comes from contrasting two languages
   3. Creation of an understanding of the Latin words, phrases, and abbreviations which have been assimilated into English
   4. The development of familiarity with Latin quotations and mottoes which appear in our communications media and everyday life
   5. Contrastive structural analysis of a highly inflected language vis-à-vis an uninflected one

B. To extend the cultural horizons of children through:
   1. Creating awareness of the impact of the classical heritage in specific areas such as art, architecture, government, law, medicine, religion, mythology, and literature
   2. The development of awareness of the diversities within a society and an understanding and appreciation of these diversities
   3. The development of an awareness of the differences between a classical civilization and a modern civilization
   4. Building understanding of how our culture evolved
   5. Inculcating interest in the study of the Classics and the Humanities

C. To improve the child's self concept by giving him the opportunity to study a subject with which he might not otherwise identify.

D. To enable children to understand and to speak Latin (within a certain cultural context) and later to read and write it

E. To develop an appreciation of the relationship between Latin and other foreign languages, especially the Romance languages

The fifth grade program, entitled Romani Vivantes et Dicentes, uses every day life in ancient Rome as its unifying theme and contains units on the following:

1. An Introduction to Latin and the Romans
2. Getting to Know the Members of a Roman Family
3. The Roman Family at Table
4. How the Roman Family Dresses
5. The House of the Roman Family
6. The Toys, Pets, and Games of Marcus and Julia
7. The Education of Marcus and Julia
8. Entertainment for the Roman Family
9. The Occupations and Duties of Publius and Cornelia

The sixth grade program, entitled Voces de Olympo uses mythology as its unifying theme and contains units on the following:

I. Jupiter and His Siblings
II. The Origins of Gods and Man
III. The Descendants of Jupiter
IV. The Myths in Nature
V. Stories of Love and Adventure
VI. The Great Heroes
VII. The Story of Troy
VIII. The Founding of Rome

In general each unit in the fifth and sixth grade programs contains the following elements:

1. Latin dialogue on the theme of the unit
2. Latin quotations connected culturally or lexically to the rest of the unit
3. Cultural information presented mainly in English
4. English derivative work based on Latin lexical items presented in the unit
5. A unit review

Each of the itinerant teachers involved in the FLES program is equipped with detailed Teachers' Guides and an Instructional Kit which is composed of films, filmstrips, tapes, uncaptioned visual cues, readers, study prints, and bulletin board displays. All the audio-visual material is thoroughly integrated in the program. The teachers are free to adapt or change the program to meet the various needs of their pupils as long as they do not violate the underlying principles of the program. Latin dialogue work is taught by the direct method with uncaptioned visual cues, gestures, and voice intonation to convey meaning. More reading and writing, especially of English derivative work is done in the sixth grade program than in the fifth. Curriculum materials were written with the view to using the Encyclopaedia Britannica Latin instructional system (Artes Latinae) in grade seven. However, Ginn's Living Latin, A Contemporary Approach and The Nature Method Latin materials are also used on the secondary level, and the FLES program serves as an excellent starting point for these instructional systems also. The FLES Latin program is conceived as worthwhile cultural and linguistic experience per se and not necessarily as a preparation for future work in Latin.

2. The Washington, D. C. Elementary School (FLES) Latin Materials (Department of Foreign Languages, Public Schools of the District of Columbia, Washington, D. C. 20004)

The FLES Latin program in the District of Columbia Public Schools is at the sixth grade level and involves about 2,000 children. Under the leadership of Dr. Judith LeBovit, Supervising Director of Foreign Languages in Washington, the program has spread rapidly since its inception in 1966. It has attracted national and even international attention and has been very well received by pupils, parents and professional staff.

The curriculum materials for this program were developed by Mrs. Sylvia Gerber of Wilson High School, Washington, D.C. and Dr. Annette Eaton of Howard University. There is a teachers' manual and a pupils' text entitled Lingua Latina Pueris Puellisque Exposita. The units are as follows:

I. Salutatio - Nominative Singular and Plural, First & Second Declensions, est, sunt
II. Camera Latina - Agreement of Adjectives
III. Imperata - Singular and Plural Imperatives; third person singular and plural; present tense active all conjugations; accusative singular and plural; first and second declensions
IV. Numeri - First and second persons singular, present tense, active, all conjugations
V. Menses Anni - First and second persons plural; present tense, active, all conjugations
VI. Dei Romani - Genitive singular and plural, first, second and third declensions, erat, erit

VII. Familia Romana - imperfect and perfect active, all conjugations, sum possum, present active infinitive
VIII. Villa Romana - Review
IX. Cibus - Review

Units in the teachers' manual contain Latin dialogues, derivative and enrichment work, dictation and tests. The first four units are set in a classroom context, i.e., they describe various features of the classroom or center on a classroom situation. The remaining units deal with Roman life, culture and mythology.

The students' text gives the dialogues in Latin and English, vocabulary lists, songs, macaronic poems, mottoes and stories (many of which deal with Parvula Mus). No formal grammatical terminology is used in the pupils' text.

Latin is used as a key to enhancing the native-language ability of the pupils. The program attempts to provide an enlargement of basic linguistic experiences through understanding of the working of language in general and awareness of the structure of English in particular. The aesthetic values of myth and poetry are presented as a backdrop for the linguistic study of Latin.

3. Artes Latinae - The Encyclopaedia Britannica Latin Instructional System by Waldo E. Sweet (EBEC, 22 Summitt Grove Ave., Bryn Mawr, Pa.)

Artes Latinae is a multimedia instructional system that includes programmed learning materials, readers, tapes, filmstrips, study prints, and sound films. It is primarily directed to the needs of pupils in secondary schools. There is abundant provision for aural-oral work. The findings of structural linguistics, psycholinguistics, and educational psychology are used in this course.

Latin structure (i.e., grammar) and lexical items (i.e., vocabulary) are taught via basic sentences which are quotations from the entire range of Latin literature. Thus from the very beginning of the course the pupils make direct contact with the wisdom and thought of the ancients. The cultural content of the course can center on the basic sentences, e.g., there can be discussion of the sentences' meaning to modern people, of their validity, and of the lives and times of their authors.

The student programmed text involves careful molecularization of the subject matter into frames. Each frame is a small task for the pupil to perform, e.g., a question to be answered. The answers are provided in the programmed text and on the coordinated drill tapes. The material has been written in such a way that the pupil will have successful experiences with it. There are no trick questions or "hard" questions. The programmed material may be gone through by the student individually, in small groups, or in lockstep with the entire class. One of the great advantages of the programmatic materials is that they open Latin to a very broad spectrum of pupils to whom it would otherwise be closed.

A reader accompanies the programmed text at each level. The reader includes connected narrative, quotations from the entire range of Latin literature, and work on English derivatives.

Each pupil receives a Reference Notebook. The Reference Notebook summarizes basic data and is in some ways similar to the grammatical appendix found in a traditional Latin textbook except that it is compiled by the student himself.

One exciting feature of Level One of Artes Latinae is the uncaptioned Basic Sentence Filmstrips. In the course each basic sentence is associated with a picture. This picture - when flashed on the screen - is a stimulus for the production of the basic sentence and for answering Latin questions about the basic sentence. There are also filmstrips captioned in Latin on various cultural topics, e.g., Vita Cottidiana and Architectura Romana. These are used after the pupil has acquired a certain lexical and structural competence. Also included in the instructional system are the three sets of historical reconstructions. These are large, colorful pictures of the ruins of monuments of ancient Rome, Pompeii and Greece with acetate overlays depicting the monuments as they appeared in antiquity. On the back of each historical reconstruction there is information on the monument and questions to be answered. There are also 16 mm sound films in the instructional system. Two of these - Vita in Roma Antiqua and Ingenium Romae - are narrated in Latin. Another film, Claudius: Boy of Ancient Rome, features Latin dialogue between the characters.

Level Two of Artes Latinae continues the programmatic approach of Level One. Students are led to the reading of Martial, Phaedrus, and Caesar. A copious reader, Lectiones Secundae, provides the opportunity to read many authors and passages not commonly read in the second level of high school Latin.

4. Ginn Company Materials
Living Latin: A Contemporary Approach (Book I and II) by Ashley, Lashbrook and Fiesel (Ginn Co., 125 Second Ave., Waltham, Mass.02154)

These texts are a good introduction to some new approaches in the teaching of Latin without departing from all the old methods. The primary goal is, of course, to create the ability to read Latin as fast as possible. According to the Consumer's Guide to Latin Text-Books by Gareth Morgan, (distributed to the Texas Classical Association December, 1968), "It will be seen the LL is an eclectic book whose chief virtue lies not in a careful adherence to any theory, but in an attitude to the whole business of reading Latin." For this purpose, even the easy reading selections in Book I are based on Latin authors and these selections lead into the reading in Book II. Again from the Texas guide: "The first two months are far from distinguished and the authors send chills of apprehension down a reviewer's spine by the time-worn and resoundingly unsuccessful device of inventing a Roman boy to give a centre to their stories -- a boy with the unappetizing name of Pudens. But, during months three and four, Pudens' activities take him into fields of Roman life for which detailed sources are quoted. Justinian appears, then Suetonius, Tacitus, Statius, and Plautus. It is not suggested that these are quotations, but in month five we get some of the Catonic Distichs, and then Pliny on Ghosts. The sentences are shortened and repunctuated, and the vocabulary is simplified. Enough remains of the structure and the word order to carry a slight flavor of real Latin. Even less adaptation is necessary for Aetheria, various ecclesiastic historians and Liutbrand, who soon appear. The impression that comes from all this is that here we have a text book whose authors feel that Latin is worth reading."

In Book II the readings include Caesar, Suetonius, Seneca, Ovid, thus introducing the students to biography, history, philosophy and poetry and making the transition into LatinIII, be it poetry or prose, easy. The readings in Book I are correlated with structures and vocabulary in the lesson and are followed by Latin question and answer sections.

The truly innovative feature of the Ginn texts is that both conjugations and declensions are presented horizontally, not just three declensions at a time but all five and all four conjugations.

All approaches to structure are inductive via sample sentences and all structure and syntax is reeinforced by Pattern Practices.

For those who believe in English to Latin Prose such work occurs in each lesson after Lesson I. The passages are connected and always review the items taught in the previous lessons. In Book II a section dealing with prose exercises can be found in the appendix.

Good review lessons are found in Book I, and the last Unit of Book I (with some minor changes) is repeated in Book II. Thus, even though students may not have finished Book I they can usually continue with Book II the following year.

In Book II the Latin Respondete exercises are continued, and drills on forms and syntax are part of the work through the Caesar Units.

Vocabulary in Book I follows each lesson thus making the memory work of words used throughout the lesson much easier. In Book II vocabulary work is continued through the Caesar selections and idiomatic and useful phrases are assigned a special category of Cognoscenda .

5. The Nature Method Institute's Lingua Latina Secundum Rationem Naturae Explicata by Hans Oerberg (Nature Method Institute, 128 East 37th St.NYC 10016)

Conceived as a method whereby a literate and motivated individual might through self-study acquire a reading comprehension of the Latin language (based on English by the Nature Method , a method invented many years ago by A. M. Jensen of Copenhagen for non-English speaking Europeans), the first edition appeared in 1954, but was not widely promoted in this country until about five years ago. Meanwhile the method had gained enthusiastic acceptance at a number of European universities as a way for students to gain a reading knowledge of Latin in a rapid and painless fashion. Latinists from the Universities of Florence, Innsbruck, Amsterdam, Rome, Helsinki, the Gregorianum in Rome (E. Springhetti), and others endorsed the method or at least permitted their names to appear on the cover and title page.

From the preface on through to the last page of the first two volumes, which cover Latin forms and syntax through the intermediate level, no word of any modern tongue appears, neither does a glossary exist, so that interference from the vernacular tongue is in no way engendered by these texts. Vocabulary is elucidated by pictures, signs, diagrams, and Latin synonyms and antonyms. The procedure is inductive. Lexical and grammatical elements are understood from the context of the narrative, which is ingeniously designed to offer all necessary clues to meaning. Linguistic and lexical elements are repeated according to standards preset for saturation learning, and interest is sustained by a story line. The narrative is often charming, despite the heavy linguistic responsibilities it has to bear. Human interest, romance, and humor are found in the episodes that constitute the material of the 20 chapters of Vol. I and the 15 of Vol. II, most of which dwell upon Roman

private and social life. A narrative thread gives unity to each chapter and many chapters are connected by a common plot. So gradual is the introduction of new forms, words, and grammar that the reader is encouraged and enabled to read without translating. Herein lies the real merit of the Oerberg volumes (cf. "Reading Latin" by W. M. Read, The Classical Outlook, February 1971).

Since one author wrote all the volumes in this series, the style tends to be uniform. Uniformity of style is a prerequisite for undistracted reading of protracted material. As he intensifies the lexical and linguistic content of the material in progress, the author must preserve uniformity of style for his reader to achieve immediate comprehension. By careful and deliberate effort Oerberg has managed to do so, but his effort, we believe, is more apparent to the analyst than to the student. Oerberg holds the student's attention by original material in presenting his own style and adapting it consciously from the outset to serve solely the understanding of students.

In the Grammatica Latina at the end of each chapter Oerberg explains details of grammar solely in Latin terms. In the pensa of each chapter he presents extensive completion drills. Since much dialog appears in the series, parts can easily be assigned to students with the teacher acting as narrator if so desired. The teacher can check the student's comprehension and explain vocabulary and syntactic problems met along the way by drawing upon the context ad libitum for material with which to phrase explanations in Latin. The style of the narrative, the marginal notes, the grammatica and the pensa make it easy for the teacher to hold reading recitations solely in Latin.

By chapter XXXII of Pars I, Vol. II the student is expected to have progressed to the point where he can understand in Latin a discussion of metrics including hendecasyllabics, dactylic hexameter and the elegiac distich. Poems of Catullus, Ovid, and Martial are presented for direct comprehension and consideration of metrics within the imaginary setting of a convivium Romanum, which helps to relieve the rather serious literary conversation engaged in by the banqueters. Prior to this chapter Latin morphology and syntax has been explained and rather painlessly drilled through the gerund and gerundive constructions, and the various uses of the subjunctive. By Chapter 35, the end of Pars I, Vol. II, the student has been subjected to very few chapters dealing with military life and terminology. Instead, the vocabulary selected prepares the student for a broad range of readings. As we say this, we realize that the chapters of the third volume, in content a history of Rome from the beginnings to Cicero's day, give much attention to military operations. But this third volume lies beyond the materials used to teach the morphology and syntax of the intermediate level, at which point the student should be able to handle "real" Latin.

6. The Peckett and Munday Latin Series
(Scott, Foresman and Co., 99 Bauer Drive, Oakland, N.J. 07436)

Principia, A Beginner's Latin Course. Part One, by C.W.E. Peckett & A.R.Munday. Peckett teaches the basic uses of the cases in all declensions, agreement of adjectives, pronouns, relative pronouns, participles, the present, perfect, future, imperfect, future perfect, and plu-perfect tenses, comparison of adjectives, use of infinitives and impersonal verbs. No grammatical rules are given, but students are expected by careful attention and practice to realize what constitutes a correct form and a correct pattern. Every pattern practice is accompanied by an amusing story from classical literature. Playlets and songs complete this engaging introduction to Latin.

The appendix contains exercises, vocabulary lists for each chapter, a general vocabulary and a synopsis of all forms presented. Teachers' Manual for Principia is available through Scott, Foresman and Company.

Psuedolus Noster, A Beginners' Latin Course. Part two, by C.W.E. Peckett & A.R. Munday. P.N. teaches the basic uses of the subjunctive, the passive voice, indirect discourse, uses of the gerund and gerundive, etc., by an orderly progression of pattern practices based on transformational sets, many of them containing punch-line endings. No grammatical rules are given, as in Principia. Every pattern practice is accompanied by a story about Pseudolus, whose adventures are based on Tyl Eulenspiegel's pranks. Five plays scan Roman history from Romulus and Remus to the death of Caesar. The appendix contains eight transformational exercises, ten English sentences for translation into Latin and a vocabulary for each chapter; synopses of verbs, nouns, adjectives, etc., and a Latin-English, English-Latin vocabulary.

Messrs. Peckett & Munday advocate an oral method of teaching Latin. Spoken Latin is used in the classroom as the medium of student-teacher communication. A major goal is to teach students to understand and use Latin, not to translate it. Translation as a separate skill may be pursued by the student with this book.

7. Lingua Latina, Liber Primus/Liber Alter by Burns, Medicus, and Sherburne (Bruce Co., 393 Seventh Ave., New York City, 10001)

These books are intended to lead the student systematically toward a direct understanding of Latin in both spoken and written form. Oral-aural work and pattern practices are used.

Recognition drills and production drills involving transformation, expansion, and substitution are presented with stimulus and response set side by side on the printed page. A typical lesson, Liber Primus, lectio quinta decima, for example, contains 20 recognition exercises on the perfect active infinitive to be changed to the present active, 20 exercises requiring production of the perfect active infinitive from the present active, 20 recognition and 20 production drills on the perfect passive infinitive, 160 drills involving the perfect infinitive active and passive in indirect discourse, then 40 drills on suus, eius for a grand total of 280 statements paired with an equal number of responses. Virtually all drills in both texts comprise complete sentences, usually trimmed to the essentials. The "new" approach is sustained throughout the series. Tapes (choice of classical or late Latin pronunciation) are available, which are very suitable for self-study and for reinforcement in the classroom, also manuals for guiding the teacher in the use of the materials, and a well-constructed testing manual for Liber Primus that follows the "new" approach in format.

Except for the first lesson of Liber Primus the authors avoid "made" Latin and keep adaptation to a minimum. The selections from Florus, Isidorus, Nepos, Paterculus, medieval chronicles and travelogs, Gellius, Livy, Cicero, Caesar, and others seem suitable for the mature, well-motivated high school or even college student, but probably would not catch or sustain the interest of junior high students or the average 9th or 10th grader.

Liber Alter includes selections dealing with mythology including the labors of Hercules as told by Natalis Comes, but dwells on the Punic wars as related by Livy and his epitomizers. The supplementary readings that fill about one hundred pages of Liber Alter consist of Caesar's Bellum Gallicum principally, with a few final pages devoted to Vergil and Phaedrus.

Despite the relative difficulty, and military character of many of the readings in these texts, the Latin questions that follow the majority of them are abundant and very helpful for promoting direct comprehension of the Latin. The readings are well integrated with the vocabulary, grammar, and forms being treated at the stage where the readings occur.

8. The School District of Philadelphia's Greek Materials (Division of Foreign Languages, Instructional Services, School District of Philadelphia, Phila.19103)

As of May, 1971, Classical Greek was being taught as a minor subject in six senior high schools in the School District of Philadelphia. This pilot project is staffed mainly by itinerant teachers.

Prior to the initiation of the pilot project, the Division of Foreign Languages, Instructional Services, formed an on-going Greek Curriculum Committee consisting of professional employees of the School District who were qualified to teach Greek and Greek specialists from local colleges. The Greek Curriculum Committee examined

the materials that were commercially available for the teaching of Classical Greek and rejected them for two reasons: 1) the materials were usually geared to the needs of highly motivated students, 2) they frequently employed a sterile nineteenth-century grammar/translation methodology. The Committee decided to prepare an entire instructional system to make the study of Greek a valid experience for a broad spectrum of urban students. The instructional system is called Hoi Hellenes Hemin Legousin (The Ancient Greeks Speak to Us). Its characteristics are:

1. It utilizes multisensory media, including locally prepared tapes and visual and commercially produced filmstrips, films, and study prints.
2. The Greek language is taught audiolingually. The students are not exposed to anything written in Greek until Unit 4. The reading of Greek is a distinct step from writing.
3. There is strong emphasis on quotations from Greek literature as the vehicles for learning structure and lexical items and transmitting the values of antiquity to modern life.
4. Programmed learning is used for portions of the course, particularly for the teaching of culture and for review purposes.
5. The principles of structural linguistics are applied wherever possible. For example, cases are presented horizontally.
6. The principles of direct method of language teaching are used wherever possible and convenient. Comprehension is checked via Greek questions to be answered in Greek rather than by translation into English.
7. The linguistic influence of Greek over other languages is stressed. There is abundant work on English derivatives and cognates.
8. Emphasis is placed on Greek culture and history and its relevance to the contemporary environment.

Level Alpha of the course consists of: An Introduction to Greek, The Geography of the Greek World, Everyday Life in Ancient Greece, The Greek Alphabet, Ancient Crete, Troy, and Greek Gods and Heroes.

Level Beta will have the following Units which continue the vaguely chronological sequence begun in Unit 5 of Level 1: Kings, Tyrants, and Democracy, Athens, Sparta, The Struggle with Persia, The Golden Age, The Peloponnesian War, Greece and Rome, Greece and Greek Influence Throughout the Ages.

Each Unit will contain cultural background presented mainly in English. Greek dialogues connected with the theme of the Unit, Greek quotations connected culturally or lexically to the rest of the Unit, and work on English derivatives and cognates will be included as well. Plans for the future include curriculum development for additional levels and expansion of the program into more secondary schools.

9. Computer Assisted Instruction in the Teaching of Latin

Using a computer in the Latin classroom, or any classroom, can assume one of three patterns: CBE, computer based education, which almost assumes the role of teacher; CMI, computer managed instruction, in which the computer assumes the role of director, assigning the students to various levels and activities of activities of instruction and review; CAI, computer assisted instruction, where the computer is used as one unit of a multisensory approach to Latin.

In CMI mode the computer does afford the teacher the opportunity of acting as director, or guide, and the pupil the opportunity of working at his own level and pace without being competitive.

In CAI mode the computer allows the irregular attender to learn without feeling hopelessly behind, or the student who has difficulty writing to learn accuracy in expression.

Still in experimental stages, CAI is a flexible tool able to be adapted to many teaching situations.

The School District of Philadelphia is using Computer Assisted Instruction at Simon Gratz High School as a reinforcement technique in connection with Artes Latinae, the Encyclopaedia Britannica Latin instructional system. Drills on the basic sentences around which Artes Latinae is built appear on the teletype terminal. Pupils type in their answers. If the pupils give correct answers the computer praises them. If they give incorrect answers, the computer gives them additional help and as a last resort provides the correct answer. Students seem to enjoy the challenge of interacting with the computer. The computer makes possible greater individualization of instruction.

Under the creative leadership of Professor Richard Scanlan, the Department of Classics at the University of Illinois at Urbana has been developing several computer assisted Latin programs for the in College. The Plato (Programmed Logic for Automated Teaching Operation) is used. The language used for this system is called Tutor and is designed specifically for persons without experience with computers.

In the Latin program the texts used are Oerberg's Lingua Latina Part I, Volumes I and II. Several approaches are used and students are asked what they consider most helpful. Student response is enthusiastic and one of the best results is that the computer plan permits students to work privately and at their own speed with help available when needed.

A second program, involving the student's comprehension of the surface meaning of a literary text with the computer, is being developed. In the experimental work Vergil's Aeneid Books I and II were used. Students answered.Latin questions based on material read. A further program to practice meter and scansion is planned.

A third program was developed during the summer of 1970. This program consists of Latin grammar and structure review and is designed to cover a full academic year.

The advantages of the computer instructions seem to be simple, exact directions, anticipation (by the program writers) of possible student errors and subsequent branching programs for immediate corrections, the ability for a student to proceed at his own pace with the computer keeping track of his performance, testing with immediate correction potential, and finally, accurate data to assist the teacher in student evaluation. Surely modern technology should be used to the fullest to aid in classics teaching.

10. Colloquamur Latine cum Pueris Puellisque Latin in the Middle School (The Albany Materials) by Charles F. Graber and Harriet S. Norton (The Milne School, State University of New York at Albany)

This monograph contains several guidelines for developing a curriculum in Latin appropriate for the middle school with specific suggestions as to both content and methodology. To illustrate how such a program might be implemented, six sample lesson plans are included in the monograph. Additional assistance to the teacher, "teacher - learning kits", has been prepared to accompany each of the lessons. These kits are available from Mrs. Harriet Norton of the Milne School, Albany, N.Y., for loan upon request. They contain a filmstrip titled, Rex Midas et Tactus Aureus, flannelboard cut-outs to illustrate the sample lessons, transparencies on grammatical concepts, and mimeographed worksheets.

11. New Intermediate and Upper Level Reading Materials

Although it would be impossible to provide comprehensive treatment of all new reading materials for intermediate and upper levels, we will call attention to publications which offer alternatives to traditionally read authors.

St. Martin's Press, 175 - 5th Ave., N.Y.C., offers numerous small readers designed to captivate as well as educate the student. Selected readings from Catullus, Plautus, Seneca, Suetonius, Tacitus, Terence & Juvenal as well as collections of short stories and literary anthologies are available in inexpensive editions.

Plautus for Reading & Production, by Gillingham & Baade, Scott Foresman, 1968, guides students from staging, props, and masks to final production with the aid of illustrations and adapted texts of three plays. Running vocabulary and notes are provided.

Latin Readings & More Latin Readings by Gertrude Drake, Scott, Foresman, 1965, offer selections from such authors as Phaedrus, Apuleius, St. Jerome, Geoffrey of Monmouth, Pliny the Elder, Roger Bacon, Christopher Columbus, Alcuin, and Quintilian. Inter-linear glosses are covered by a plastic mask which can be moved when a student does not understand a word. These readers were designed to allow students of various backgrounds and abilities to read with ease and success.

Readings, An Intermediate Course in Latin, by O'Brien & Twombly, Loyola University Press, 1967, contains a history of Rome from 1000 B.C. to 476 A.D. Adaptations and selections from Roman authors illustrate various aspects of Roman culture. Visible vocabulary appears under the text. Drills, An Intermediate Course in Latin accompanies the text. This contains Latin-to-Latin comprehensive questions and transformational exercises.

Also worthy of mention are fresh approaches to commonly read authors. Vergil: Aeneid A Structural Approach, by Waldo E. Sweet, University of Michigan Press, provides a Latin interpretatio juxtaposed to the text of books 1 and 2 of the Aeneid. Footnotes and much of the introductory material is in Latin. An effort is made to apply the "new criticism" to the Aeneid.

Latin Our Living Heritage Book III by Gillingham and Barrett, Charles E. Merrill Publishing Co., Columbus, Ohio, offers a wide range of reading materials. There are units on Catullus, Vergil, Seneca, Martial, St. Augustine, St. Jerome, Petrarch, and Plautus as well as on more "standard" authors such as Cicero, Sallust, Ovid, and Pliny. The book--through the variety of authors represented--helps meet the needs

of classes and pupils of varying abilities and backgrounds.

Our Latin heritage Books III and IV by Hines and Howard, Harcourt, Brace, and Javanovich, also include a wide selection of authors. Each book features a survey of Latin literature from its beginning to modern times. The material is attractively arranged and edited.

12. Classical Humanities Programs for Secondary Schools

There has been a great national upsurge of interest in the development of special paralinguistic courses in the classical humanities for secondary schools. The interest is reflected in the federally-funded Institute on the Classical Humanities held at Urbana in the summer of 1971 under the direction of Richard Scanlan.

Because of the great proliferation of classical humanities programs for secondary schools and the fact that most of these programs are still in the development stages, only a small number of programs will be described here. Hopefully these descriptions will give the reader some notion of the range of possibilities.

Mrs. Sylvia Gerber, teacher of Latin at Woodrow Wilson High School in Washington, D.C. and recent recipient of the Yale Award for excellence as a teacher, has developed a highly successful humanities program. Dr. Judith LeBovit, Supervising Director of Foreign Languages in the District of Columbia Public Schools, has brought this program to the attention of the foreign language profession.

The humanities program at Woodrow Wilson High School is a one-semester course in Biblical and classical literature in translation. It is an elective open to seniors only.

The material read is comprised of:

1. selections from the Old and New Testaments (King James translation)
2. the Iliad (translated by Lattimore)
3. the Oresteian trilogy (translated by Vellacott)
4. selections from the Aeneid (translation by Lind)

The primary aim of the course is to read and discuss the literature listed above as exemplars of the cultures that produced them and which they reflect. An effort is made to find elements that the three cultures have in common and elements that are uniquely possessed by each. The students are constantly reminded that these great works are all being read in translation. From time to time other translations are used as bases of comparison.

The secondary aim is to acquaint the students with the tremendous influence that each of the works read has had on the thought and culture of the Western World.

The Cleveland Heights - University Heights City School District has developed a guide for a Cultural Language Study course for 7th graders. This course is designed to give the pupil an overview of Greek and Roman culture and language from the era of the early Aegean civilizations in Greece and Asia Minor to the Augustan Age in Rome. Three units are concerned with the growth and development of Greece. Three deal with the metamorphosis of Rome from a small rural community to a world power. The course is constructed so that the emphasis is on Greek and Roman man in his society rather than the growth of two great cultures.

Each unit is built around a concept, and topic questions have been devised to guide the teacher and student to a resolution of that concept. In addition to the concepts and topic questions, the course guide provides a list of instructional materials and suggested activities for each unit.

One important strength of this course guide is the correlation made between the ancient and modern worlds. The authors state that "the study of antiquity - ancient society, culture, language and life - can be accounted worthwhile only if that society relates to and illuminates our contemporary life".

An introduction to both the Latin and Greek languages is provided in this course. Emphasis is on identifying roots and affixes of English words as derived from the classical languages and on understanding simple Latin and Greek sentences.

Sometimes humanities programs are integrated into the Latin program. For example, Sister Marie William,S.S.J. of Archbishop Ryan High School is Philadelphia surveys Latin literature with her Latin III class. Some of the reading is done in English translation and some, in Latin. Such an approach gives pupils a much broader concept of Latin literature than would be possible if all the reading were done in the classical language.

Some humanities programs use classics as a point of departure for a wide range of studies. Mr. David Horn, of Bishop McDevitt High School in the Archdiocese of Philadelphia, deals with the ideals, ideas and citizenry of ancient Athens in his humanities course. Similar treatment then is given to Renaissance Florence and modern New York City. The book The Humanities in Three Cities by Fenton, Edwin, and Good is basic to the course. Mr. Horn introduces his course by stressing that true mental growth can come only from contact with great ideas as they have operated in the minds of exceptional individuals and from vivid experience with outstandingly meaningful bits of human experience.

The School District of Philadelphia has initiated curriculum development work on a comprehensive Interdisciplinary Classical Humanities Program. Curriculum materials are being constructed to make available - probably at an inner city senior high school - a series of courses and mini-courses relating Latin and Greek to various other disciplines. Curriculum materials will also be distributed to teachers of Latin and Greek and other subjects throughout the city school system in an effort to enrich instruction through interdisciplinary approaches. This program is, in a sense, part of a trend to diversify curricular offerings for teens and to utilize the great potential of the Humanities as a meaningful response to disaffection of today's youth over the materialistic orientation of American education. Courses and mini-courses being developed are as follows:

Africa in Classical Antiquity - This course will treat the role of black people and the importance of Africa in the Greco-Roman world. Racial attitudes, and the importance of Africans in government, literature, and art will be discussed. Ancient problems and attitudes will be compared and contrasted with twentieth century societies.

The Classical Humanities Through Films - Greco-Roman culture and its impact on our own world will be treated via 16 mm. sound films. Suitable films - especially the newer and more authentic ones now available - must be acquired. Introductory and follow-up materials for each film will emphasize how the present grew from the past.

Greek and Latin in Scientific Terminology - The technical vocabulary of chemistry, physics, medicine, biology, psychiatry, astronomy, and other sciences will be examined and explained in light of their Greek and Latin roots.

The Etymology of the English Language - The history of the English language will be described. Common roots, prefixes, and suffixes will be treated with the view toward building the English vocabulary of the students.

An Introduction to Linguistics - A general overview - at the high school level - of the science of linguistics, its methods of research, and its practical applications to the study of foreign languages and English.

Ethnomusicology - The development of the musical arts - including the dance - will be traced from Greece and Rome through various national cultures. Some attention will be given to the actual singing of famous pieces in Latin, Italian, German, Spanish, etc.

Culinary Arts in Non-English Speaking Cultures - The gastronomic practices of the ancient Greeks and Romans, the French, the Italians, the people of Africa and Latin America, will be studied and - where possible - imitated.

Classical Archaeology for High School Students - The resources of the University Museum and Department of Classical Archaeology of the University of Pennsylvania will be utilized in this course which will survey Mediterranean archaeology. Emphasis will be placed on the impact of ancient art and architecture on our own world and the use of modern scientific methods in exploring antiquity.

Great Books of Greece and Rome - Selected masterpieces of Greek and Latin literature will be read in English and discussed in terms of their importance to our own world and their influence in world literature and art. Emphasis will be placed on letting the ancient authors speak directly to the pupils and touching their lives.

Socio-Political Problems in Classical Antiquity - Students will be made aware of the social and political problems and solutions of classical civilization. The attitudes of the ancients on race relations, slavery, urban blight, poverty, religion, sexual mores, unemployment, democracy, dictatorships, the duties of citizens, and the privileges of citizens will be contrasted and compared with modern attitudes.

The Classical Heritage in America - The Greco-Roman influence on all aspects of American life from colonial times to the present will be traced and discussed.

The National Endowment for the Humanities and the National Humanities' Faculty are assisting the School District's Division of Foreign Languages, Instructional Services, in the development of these courses. The list of courses may be modified and expanded as curriculum development work proceeds.

13. The Brock University Programs - Under the dynamic and creative leadership of Professor Arthur D. Kahn, Chairman of the Department of Classics, Brock University in St. Catharines, Ontario, has become a center for curriculum reform in the schools of Ontario and for radical innovation in the teaching of the classics at the college level. Dr. Kahn has made Brock a model in providing services to Classics teachers in the schools and in stimulating interest in the Classics in the schools.

One very effective device that Dr. Kahn has used in retooling school teachers is the week long Latin institute held each year in late summer. Persons of international repute who are closely associated with innovative curriculum are brought to Brock to demonstrate and discuss their new materials and methods. Due attention is also given to presentations on art, archaeology, social problems of antiquity and their impact on our own world, and school teachers are encouraged to enrich their programs of study with such material. During the school year Dr. Kahn has also arranged Latin Workshops which are similar in content to the summer institutes but of shorter duration.

Another important device for improving the curriculum in the schools is the Brock Student Slide Lectures. Brock Classics students give half-hour slide lectures throughout Ontario on the following subjects:

Greek Coins
Roman coins
Art of the Hittites
Class structure and occupations in Ancient Rome
Herculaneum
The history of Ancient Greece
History of Egyptian art
The history of the Roman Empire
The history of the Roman Republic
Mesopotamian art
Persepolis
Persian art
Phoenician art
Pompeii
Roman political institutions
Roman sculpture

In addition to the slide-lectures, two Brock students are available to speak about their experience at the Archaeological Practicums held in France and Cyprus last summer. The students received insight into the archaeological techniques by participating in field work on the sites.

Professor Kahn has spearheaded an effort to initiate Latin programs in the elementary schools of Ontario. Curriculum directors from the Washington, D.C. Public Schools and from the School District of Philadelphia have gone to Brock to describe their programs before extremely large audiences. A number of elementary schools in Ontario have begun Latin using the Philadelphia and Washington, D.C. curriculum materials. In some cases advanced Classics majors from Brock have served as instructors.

Professor Kahn has also initiated a Saturday Morning Greek Program for high school students. The program is being presented at two centers - one in Niagara Falls and one in St. Catharines. Brock Classics majors serve as instructors. Interest is high in the program and second level Greek is now available.

Each year Professor Kahn has arranged for a Grade XII May Weekend. Latin teachers from throughout Ontario may send 12th grade students to Brock. The 12th grade students are exposed to lectures on history, mythology, literary criticism, art, and archaeology. They have laboratory practice in reading Latin verse and prose and receive an introductory lesson in Greek. There are social events such as an evening dance. Students are impressed by the richness and variety encompassed by Classical Studies and encouraged to think of Classical Studies as a career.

The University takes an active role in fostering the Junior Classical League. Profits from the Latin workshops are used to this end. The University sponsors a Latin Day celebration.

The Classics Department consults actively in school affairs where this is desirable. For instance, a high school considering phasing out Latin from its curriculum will be contacted by members of the Classics Department regarding renovation and extension of the Latin program. School teachers of Latin are made to feel that they have a powerful friend and advocate at the University who is eager to help them in their public relations' problems. As one teacher expressed it, "Brock is a university that cares".

Courses of interest to high school Latin teachers are offered at times that are convenient for these teachers. In all courses an attempt is made to teach method as well as content.

At Brock no particular author has a course devoted to his works. Instead the literature of the Silver Age, the Poets of the Augustan Age, the Roman Historians, etc., are considered in units. Thus students get to see the entire forest whereas in a traditional undergraduate program - where single authors are considered - quite frequently only individual trees are seen.

There is a strong interdisciplinary approach in all courses taught. Professors from the departments of Philosophy, Politics, Sociology, Urban Studies, English, Psychology, and Mathematics are regularly invited to speak to Classics classes. Classics are taught in the broader context of all the humanities, the aims of which should be to learn to live a better and richer life within our society. The ideals of classical antiquity, the ideal of excellence and the values which are ultimately important in life are imparted through a comparison and contrast of ancient and modern cultures, by the study of archaeology, ancient art, social problems, etc. In selecting the Greek and Latin literature to be read stress is placed on those passages that have the greatest potential relevance to socio-political, aesthetic, and moral issues of our own day.

In the teaching of the classical languages themselves stress is placed on innovative methodology. All Latin students regardless of previous background - are required to work through Oerberg's Lingua Latina secundum Naturae Rationem Explicata.

At Brock the Classics Department has developed a philosophy for each course. Each instructor sets specific goals at the beginning of the course.

The Brock Department of Classics is submitting to the University Senate and for provincial approval a proposal for an M.A. program. This program will exemplify the general philosophy of Classics at the university and will be directed especially to secondary-school Classics and history teachers. The program will offer two streams: an M.A. in Classical Studies and an M.A. in Comparative Studies in Greek and Latin. The Classical Studies stream will have no Latin or Greek prerequisites and will consist of courses in broad areas of Classical humanities, Classical science and Classical social science. These courses will, as far as possible, employ an interdisciplinary approach designed to equip high-school Latin teachers and history teachers for enriching their own preparation and teaching and for participation particularly in humanities programs.

The degree program for Comparative Studies in Greek and Latin, on the other hand, will require proficiency in both languages. Courses will treat Greece and Rome as components of a single civilization--Classical civilization. Possible courses include Greek and Roman tragedy, Greek and Roman rhetoric and Greek and Roman historiography. Candidates in this stream will be required to take at least one course in the Classical Studies curriculum.

Both streams will require a thesis or its equivalent in course work. Courses in the Classical Studies program will be given entirely in English. Courses in social problems in the Ancient World, the development of the humanist view of life in antiquity and ancient science and technology could be included in this stream.

Part of the inspiration for this approach to a graduate program came from the new Center for Coordination of Ancient and Modern Studies established by Professor Gerald F. Else, Chairman Emeritus of the Department of Classics at the University of Michigan. Professor Else is attempting to bring together scholars in various modern disciplines with Classicists in order further to explore the continuing influence of the ancient world on the modern world.

The Brock story is a testimony to the vision and energy of one man. The program offers a model to classics departments in colleges and universities of the CAAS territory.

14. New Programs in American Colleges and Universities

It is the impression of the CAAS Working Committee that college Classics programs in America are for the most part quite conservative curricularly. The languages and literatures are taught along traditional lines. There is generally a serious lack of communication between school people and college people in Classics - just as there is in many other disciplines. There have been efforts, however, to break out of the traditional pattern and to approach Classical Studies more creatively and humanistically.

Professor Robert Connor of Princeton University in his role as Chairman of the American Philological Association's Committee on the State of Classical Studies is surveying the situation in the colleges systematically. He hopes to make available to interested persons descriptions of innovative and successful college programs.

The few programs highlighted briefly in this CAAS Working Committee Report are merely those which have come to our attention. We make no claim to include all innovative and successful programs here.

The University of Michigan has long been a center of new thinking in classical pedagogy. It was here that Waldo E. Sweet developed his various materials for the teaching of Latin - some of which have been described in previous parts of this report. Professor Gerda M. Seligson reports that the Classics Department at Michigan is currently engaged in a concentrated search for new rationales and curricula. She reports a heavy emphasis on modern structural linguistics. Future teachers are encouraged to write detailed sets of objectives, curricula and tests so that they will realize what they are really teaching. A "difficulty meter" to evaluate concretely the relative difficulty of Latin passages is being developed.

The University of Michigan is also the site of the Center for Coordination of Ancient and Modern Studies directed and founded by Professor Gerald F. Else. This Center seeks to stimulate a forthright recapturing of the past "by encouraging new and seminal studies of continuity and comparability." It seeks to encourage investigation into the sources of modern institutions, cultures, and conventions to re-establish connections with the past and to recover a valid sense of the intimacy and kinship which joins the modern era with its classical forebears. Conferences have been held and reports and newsletters issued. The Center has great potential for making both the academic community and the general public aware of the tremendous relevance of Classical Studies.

Professor Richard Scanlan of the University of Illinois at Urbana, has spear-headed the development of supplementary reading materials for secondary students in levels 1 and 2 of Latin. These materials are in attractive cartoon form involving a mischievous boy named Rufus and his ill-tempered sister Claudia. Teacher training programs of high caliber have been held at Illinois with the assistance of federal funds.

Professor Vincent Cleary has arranged summer workshops at Ohio State University to develop new reading materials for levels 3 and 4 of Latin. The readings are being arranged by genre and involve passages and authors rarely read in traditional Latin programs. The notes and introductory material will stress the relevance of the literature to modern teens. Preliminary editions of the reader have been road-tested with senior high school pupils.

Professor Gerald M. Erickson of the University of Minnesota has developed interesting transparancies to accompany Peckett and Munday's Principia. The Prospective Teacher and Experienced Teacher Fellowship programs he has conducted have stressed reading, oral interpretation, writing, linguistic theory, and multisensory teaching methods.

Dusquesne University has developed courses on the classical tradition in America. It has also - in cooperation with the Commonwealth of Pennsylvania's Department of Education - sponsored workshops and meetings acquainting teachers, counselors, and administrators with innovative instructional approaches.

Howard University has developed a very popular course on English vocabulary building through Latin and Greek roots. It has also pioneered the use of the Nature Method for the teaching of Latin.

Millersville (Pa.) State College has placed emphasis on oral approaches in teaching both Greek and Latin. For the teaching of Latin the Nature Method materials have been used. For Greek, specially developed pattern practices have been developed by Professor Philip Heesen. The college has also developed summer programs for the retraining of Latin teachers already in service.

The University of Texas has developed successful paralinguistic courses in Classics stressing the cross disciplinary approaches exemplified in its journal Arion. Out of concern for the oral nature of classical literature it has been a classical library of sound featuring the recording on tape of dramatic readings of the masterpieces of classical literature.

The curriculum development work done by the State University of New York at Albany has already been described in this report. Also worthy of note are the summer teacher training programs held there to acquaint teachers with new instructional materials.

Regrettably, no "model" programs in junior colleges have come to our attention. Very few junior colleges offer programs in Classics. The absence of these programs and the growing number of junior colleges underscores the need for the classical profession to give its attention to this level of study. We hope that the newly formed CAAS Committee on Classics in the Junior Colleges under the chairmanship of Dr. Jan Fischer will be able to help establish model programs in the junior colleges of our region.

PART III IMPLICATIONS OF THE NEW APPROACHES IN TEACHER EDUCATION

Obviously retooling and retraining the classical profession is an enormous job. When our colleagues in modern foreign languages undertook their massive retooling program in the late 1950's they had the advantage of generous federal grants made available through the National Defense Education Act (NDEA). The present administration in Washington is not particularly interested in providing funds for teacher retraining either in modern or classical languages. While recognizing the importance of redoubling efforts to obtain funds, the profession must develop teacher training and retraining programs independent of federal support.

In the training of new Latin teachers the leading role should be played by college and university Classics departments. These departments should reform their own curricula in keeping with the best of what we now know of the teaching of foreign languages as well as in keeping with the new needs and interests of students. As indicated previously in this report, some college and university Classics departments have already made substantial progress in this direction. State departments of education, large school systems, and classical associations share a responsibility in improving Latin teacher education.

Classics teachers already in service should begin considering ways to retrain themselves in the absence of broad scale federally funded programs. Some ways are:

1. Observation of teachers successfully using innovative materials and techniques.

2. Careful examination of new instructional materials. Publishing companies are pleased to provide examination copies on request.

3. Reading professional reports on innovative curricula such as The Airlie Conference Blue" Book, The Oxford Conference Report, and A Syllabus for An In Service Course in the Teaching of Latin by Margaret Forbes. (All of these are available through Professor John F. Latimer, Executive Secretary of the American Classical League, The George Washington University, Washington D.C.)

College and university Classics departments, state departments of education, large school systems, and classical associations should provide miniworkshops to help teachers reorient themselves. Workshops of short duration would require a minimal amount of time and money. The Texas Education Agency under the leadership of Mr. Bobby LaBouve, State Latin Consultant, has pioneered such workshops using the Syllabus by Margaret Forbes cited above.

PART IV SPECIFIC RECOMMENDATIONS TO THE CLASSICAL ASSOCIATION AND TO THE PROFESSION

1. The Working Committee recommends that this report be discussed at local, state, regional, and national meetings. Copies have been sent to all members of the Classical Association of the Atlantic States and will be available at the April 21,22, 1972 meeting of CAAS in Philadelphia.The reprt hopefully will be made available through the ERIC Document Reproduction Service, 4936 Fairmount Ave., Bethesda, Md. 20014.

2. The Working Committee recommends that book displays be established at least every three years at CAAS meetings. The April 21,22, 1972 CAAS meeting will have a book display featuring the innovative instructional materials discussed in this report.

3. The Working Committee recommends that a miniworkshop be held in conjunction with the American Classical League meeting at Bryn Mawr in June, 1972. This miniworkshop will be a followup of the April 21,22 meeting of CAAS. We recommend that similar miniworkshops be held by local groups in other parts of CAAS territory.

4. The Working Committee recommends that the State Supervisor of Foreign Language Education in Maryland be contacted regarding the possibility of initiating a pilot project in the innovative teaching of Latin in a school system where Latin is currently weak or non-existent. The CAAS Committee on Project Maryland is best suited to oversee this venture.

5. The Working Committee recommends that demonstration lessons be a frequent feature of CAAS meetings. Demonstration lessons will be held at the April 21,22, 1972 meeting in Philadelphia.

6. The Working Committee recommends that the following places be designated as observation centers, i.e., schools and school systems where teachers can observe particular innovative instructional materials being used. In each case the name of the person to contact is given:

A. Mrs. Eleanor L. Sandstrom, Director of Foreign Languages,
School District of Philadelphia,
Philadelphia, Pa. 19103 - for FLES Latin, Artes Latinae, The Nature Method, Secondary School Greek, Computer Assisted Instruction.

B. Dr. Judith LeBovit, Supervising Director of Foreign Languages
Washington D.C. Public Schools
Washington, D.C. - for FLES Latin and Classical Humanities Program

C. Mr. Stephen Weislogel
William Penn Charter School
Philadelphia, Pa. - for Ginn materials and Artes Latinae

D. Mrs. Harriet Norton, The
The Milne School, State University of New York
Albany, N.Y. - for Albany Latin materials

E. Dr. Philip Heesen
Millersville State College
Millersville, Pa. - for the Nature Method and new approaches to College Greek

The Working Committee hopes that other persons willing to be observed using innovative materials will contact Mrs. Reed Carter, Member of the 1971-72 CAAS Working Committee, c/o Simon Gratz High School, Philadelphia, Pa. 19140, so that their names and addresses can be made known to interested persons.

7. The Working Committee recommends that the system of American Classical League consultants be revived and revitalized at least within CAAS territory. Several years ago the American Classical League had designated college professors and others within each state to take the initiative in areas of public relations and curriculum reform. Perhaps because of lack of publicity the system never really generated too much activity. We would suggest that Classical World be used as a medium for making the membership of CAAS more aware of who the ACL consultants are and what their functions are. Also, each consultant must be willing and eager to be involved in this important work.